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ABSTRACT

This module on communications is intended to take the hospitality supervisor or manager through the basics of everyday communications, covering the theory as well as the practical aspects of routine business activities. The material is presented in a self-instructional format in six sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The six sections cover the following: (1) the communications process; (2) methods of communication; (3) speech and body language; (4) interviewing, negotiation, and meetings; (5) written communication; and (6) reports. (YLB)

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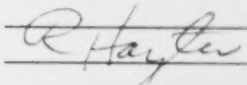
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OPERATIONAL
MANAGEMENT

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CE 058 677

Supervisory Management

MODULE

**OPERATIONAL
MANAGEMENT**

PROGRAMME

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This self-study unit has been written by Jackie Hills. Theresa Diskin Bar has provided some new examples and case study material. *Communications* was originally published in 1985 as part of *Getting the Job Done*, one of the self-study packages in the HCTB's 'Open Learning Management Programme', funded by the then Manpower Services Commission.

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Supervisory Management MODULE

COMMUNICATIONS

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HOW TO USE THIS UNIT

The material in *Communications* is presented in a self-instructional format. It will help to build on and consolidate the work covered in the HCTC course of the same title.

Communications is divided into six sections. At the start of each section is a statement of the objectives you will be able to achieve as a result of working through the material that follows.

From time to time you will be asked to relate information given in the text to your own experience and knowledge. Space is provided below these activities for you to write your answers. Some suggested solutions to the questions are given on the following page.

INTRODUCTION

This unit takes you through the basics of everyday communications, covering the theory as well as the practical aspects of routine business activities. Meetings, instructions, telephone techniques, letter writing, and the presentation of reports are some of the aspects covered, with the aim of helping you communicate more effectively at work.

Communications will assist you with the administrative side of your supervisory or managerial role as well as improving your relations with staff under your control.

COMMUNICATIONS

SECTION 1

The communication process



After completing this section you will be able to:

- describe the process of communicating
- apply various listening skills.

COMMUNICATIONS

The process of communicating involves the passing of an idea from one person to another:

1. The idea is *encoded* into a message by the sender.
2. The message is then *transmitted* to the receiver in an oral form (spoken/verbal), or written form, or some other visual or non-verbal form (with body language, using diagrams and so forth), or using a combination of verbal and non-verbal forms.
3. The receiver *decodes* the message.

When sender and receiver are within physical sight of each other, and in some instances with written communication, there is a further stage:

4. The receiver *confirms* to the sender that his or her message has been received.

The process of communication is at its most effective *when the receiver*:

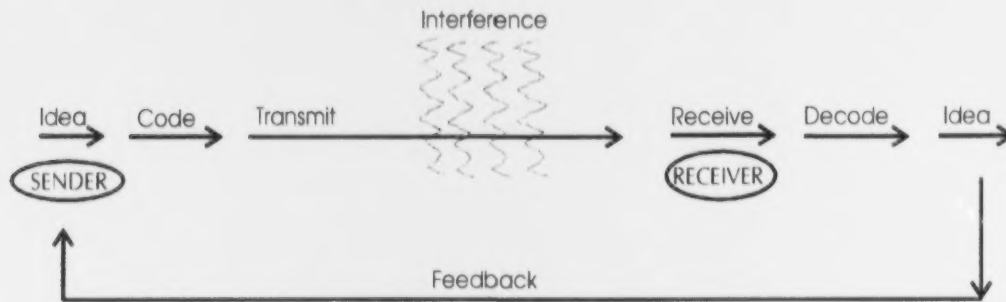
- listens carefully to what is said
- watches and understands the body language of the sender
- reads carefully what is written

when the sender encourages feedback of how the message has been received, by:

- speaking rather than writing
- asking questions
- asking for a reply
- watching the reaction of the receiver
- listening to the receiver's reply

when sender and receiver make allowance for the various factors which can interfere with the message while it is being transmitted, such as:

- a noisy background
- language differences.



Effective communication should be a two-way process, whether it takes the form of a conversation, a memorandum, or an instruction given to a groups of trainees — *a message is being sent and received*. The art of good communication lies in taking care that the message, when received, is understood.

It is said that the best thing to do with a memo once you have written it, is to deliver it personally by hand and have a chat with the person you have sent it to.

COMMUNICATIONS

When *sending* messages you should:

1. Decide beforehand what action or response you want from the receiver.
2. Select the method of communication that is most suitable for both the audience and the message being sent. Some messages might require the formality of a letter, others might best be handled with a diagram, an interview, or by telephone.
3. Take into account the receiver's abilities and limitations.
4. Be aware of the time factor involved.
5. Avoid ambiguity and vagueness.
6. Choose the appropriate tone with which to address your audience — formal or informal, firm or gentle, respectful or familiar.
7. Check that you are receiving feedback, whether it is in the form of a written reply, or a nod of understanding.

When *receiving* messages you should:

1. Listen carefully to what is said.
2. Read carefully what is written.
3. Always ask for clarification if a message is not clear.
4. Send feedback, if possible, to show the message has been received.

You need the help of a colleague for this exercise. Think of a topic which is currently affecting your workplace or local community, or a subject of national interest. Ask your colleague to speak for five minutes or so, giving his or her views on the chosen topic. Then it is your turn to speak. Start by summarising what your colleague has just said.

Repeat this process a second and a third time, with your colleague making further points on the chosen topic, and you giving as accurate a summary as possible. The exercise should take 20 to 30 minutes in all.

On the page opposite, note how accurate your colleague found each of your summaries, and why you think discrepancies occurred. Also comment on whether your accuracy improved as the discussion progressed, and if so, what it was that you were doing to improve the effectiveness of the communication?

Dialogue 1

Accuracy achieved

Why you think discrepancies occurred

Dialogue 2

Accuracy achieved

Why you think discrepancies occurred

Dialogue 3

Accuracy achieved

Why you think discrepancies occurred

Summary comment

Here are some tips to improve your listening skills.

1. Try to concentrate on what you're listening to and cut out distractions. At work, in a kitchen for example, it's often difficult to listen to a colleague because of all the distracting noise. But it shows if you do not listen, both at the time, and later when you are not able to do what the colleague wants.
2. Try to concentrate on what is said rather than how it is said, especially when you are listening to someone who has been talking for a long time, in a training session for instance. If possible take notes to help you remember.
3. Try to hear what is actually said, rather than what you expect or wish to hear.
4. In conversation, try to listen all the time to what is being said. It is very easy to find yourself thinking about what to say next at the expense of listening.
5. Finally, it is very difficult to listen effectively and talk at the same time. Sometimes it is better to listen (particularly to your staff) and have your say another time.

COMMUNICATIONS

SECTION 2

Methods of communication



After completing this section you will be able to:

state the principal methods of communication, their advantages and disadvantages

choose the most effective method, or methods of communication for each particular situation

describe the effect which stereotyping can have on communication

take account of individual and group needs when communicating.

COMMUNICATIONS

The various methods of communication can be divided into three principal groups. Each method has its advantages and its disadvantages.

Oral communication Conversation, meetings, telephoning, audio tape, recorded messages, verbal instructions, interviews, speeches, and so forth.

Written communication Letters and memos, lists and notices, instructions, reports and papers, fax, telex, computer, and so forth.

Non-verbal or visual communication Body language (gestures, expression, posture), visual aids (pictures and diagrams, graphs and tables, signs, films and videos, sign language, and so forth).

List below some advantages and some disadvantages of one of the methods of communication: oral, written or non-verbal.

ORAL COMMUNICATION

Advantages

Person to person
Instant feedback
Allows audience participation
Speed
Personal touch possible
Message can be restricted to its intended audience more easily, maintaining confidentiality

Disadvantages

Lack of time to think
No record kept
Can lead to disputes
Possible inaccuracy of message

WRITTEN COMMUNICATION

Advantages

Provides written proof
Can send complex ideas
Can be sent even if receiver is not immediately available
Language less of a problem
Facts can be checked before transmission
Creates good impression

Disadvantages

Takes time to produce
Expensive to produce
Post/transmission is sometimes slow
Lack of confidentiality
No instant feedback

NON-VERBAL COMMUNICATION

Advantages

When sender and receiver can see each other body language supports the messages conveyed in verbal communication
Body and sign language can communicate ideas when other forms of communication are not possible
Visual aids can present complex information simply and effectively
Signs are particularly powerful when they are standardised (as safety signs are in the EC)

Disadvantages

Body language can distort the message
Signs can be misunderstood

CHOOSING THE RIGHT METHOD OF COMMUNICATION

When choosing the best method of communication, account should be taken of:

1. The situation.
2. The audience.
3. The time factor.

People tend to write in some situations, and to speak or gesture in others. Or a combination of methods is used — speech is accompanied by gesture, written instructions by diagrams, telephoned bookings and orders are confirmed by letter or fax.

A customer or new work colleague asks you for directions to get to a particular place: the motorway, or railway station, for example. Note below what methods of communication you would use, and how you would take account of the situation, the audience and the time.

You would probably speak, gesture by pointing and maybe draw a map as well.

If you were on duty in reception, you might use a map to support your directions. If the person asking was not planning to make the journey for a day or so, you could suggest that some notes were made to act as a memory refresher later. Special care would be needed to make the directions clear to a tourist, for example, who had limited understanding of English. Where possible, you would use the language of the person, or find a tourist board map that had instructions in various languages.

The situation

Is your message an instruction, report, advice or reprimand? Is the information complex or simple? Is it short or long? Is written proof necessary?

In many cases, where the information is complex, or there might be a language problem, written communication is safer because the receiver has more time to study and absorb the message. If, however, the situation demands speech then it can be accompanied by illustrations on a blackboard or flip chart, demonstrations or hand-outs. On these occasions it is important to watch the audience carefully to make sure they have understood your words.

The audience

How many people need to receive your message? Do you speak the same language? Where is your audience? Are they senior or junior to you — customers or staff? What are their group or individual characteristics? What do they expect from you?

The time factor

Is the message urgent? How soon do you want a reply or feedback? Can you see the audience, or contact them by telephone? Is there a time difference between you and the audience, which means their office is closed, or it is the middle of the night and they are likely to be asleep?

Write down what method or methods of communication you would use in each of the situations overleaf. Also indicate where necessary the people you would contact.

1. You notice a smell of gas on the premises.

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

2. You need to order food or cleaning materials.

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

3. Staff need to know when they are on duty next week.

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

4. You are front of house manager, and an important guest asks you to book accommodation for her for next weekend in a hotel in Sydney, Australia.

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

5. You overhear the following conversation between two members of staff: 'That fish was revolting at lunch-time. Do you think it was off?' 'Might have been — it was horrible.' 'Why not complain to the manager?' 'No, I hate making a fuss.'

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

6. Pluck and Hamlet Ltd have decided to hold the company's first anniversary ball at your hotel — if this function goes well, there is every chance of further business. As banqueting manager, it is your responsibility to meet the client's representative to discuss the detailed arrangements for this formal event. One of the questions you are asked is how should the company set about inviting the guests, and who would you recommend be invited?

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

7. You are the health and safety officer at your workplace, and have to arrange a meeting to consider the implications of new food hygiene legislation.

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

8. The general manager is considering issuing heads of department with beepers or mobile phones — you must give her details and recommendations.

COMMUNICATION METHOD(S)

PEOPLE TO CONTACT

COMMUNICATIONS

The answers to this exercise will naturally vary according to the procedures at your place of work, facilities available and your own position. Here are some general guidelines.

1. Immediately contact the local gas board by telephone then inform the manager and possibly the maintenance engineer or caretaker. A decision may need to be taken to evacuate the building.
2. First contact the supplier(s), give details of what you require, check what price will be charged, and agree delivery. This may involve some negotiation, for example, if the supplier suggests you increase the order quantity to obtain a discount. How you make contact with the supplier will depend on the urgency of the order: on the telephone, by fax, or letter, or face to face with the supplier's sales representative. You are likely to confirm the order by fax, or post.
3. A duty rota should be typed or handwritten and pinned on the notice board, and/or copies given to each member of staff concerned.
4. The Australian hotel should be contacted by telex, fax or computer link and asked to confirm the booking by return. It will be awkward and expensive to telephone because of the time difference and a letter will take too long.
5. A memo might cause offence, so better to speak to the person in charge of staff catering, with tact.
6. The event is formal, so a formal printed invitation would be usual. Who should be invited would obviously require further questioning of the client's representative, but you might suggest the names and/or job titles of local dignitaries, press contacts and so forth. You would also point out the importance of including all relevant information on the invitation.
7. Advise those who should attend the meeting of the time and place, and the issues to be discussed. This might take the form of an agenda which is circulated to those concerned, probably with some background information so that everyone is well briefed on the issues involved.
8. Write a memo or report summarising the options you have explored, giving your recommendations, explaining your reasons, and including all the necessary details about cost, availability and operational implications.

*The Chairman and Board of Directors
of Pluck and Hamlet Ltd request the pleasure of the
company of*

.....
*at their First Anniversary Ball to be held in the
Grosvenor Rooms of the Grand Hotel, Peterchester
at 8 o'clock on Saturday, 20th November, 19xx.*

*Dress: Formal
Carriages at 1.00 am

Tel: (0443) 446600*

*RSVP The Secretary
Pluck & Hamlet Ltd
29 Headless Street
Peterchester, Sussex*

People tend to build up in their minds images of other people. This stereotyping creates a barrier to effective communication. For each of the jobs listed below, ask two or three people you know (preferably not people who work in the hotel and catering industry, or are involved in catering education and training) to describe in a few words the sort of person who, typically, works in that job.

PERSON ONE

PERSON TWO

PERSON THREE

FOOD SERVICE

HOTEL MANAGER

PORTER

RECEPTIONIST

HEAD CHEF

COMMUNICATIONS

How did the descriptions of the people you spoke to compare? Were similar stereotypes shared about the same job? Did any of the views correspond with those shown in the cartoon?



One common way in which stereotypes work without your being conscious of them, is in the way you greet people, for instance:

- your boss
- a customer
- someone phoning you
- a friend or close colleague at work.

The more familiar you are with your audience, the more familiar and personal is likely to be your approach to communicating with them.

INDIVIDUAL AND GROUP NEEDS

In order to communicate effectively you need to consider the needs of your audience. When the audience consists of two or more people this means considering the needs of each person as an individual and the needs of the group or groups which make up the audience.

Spencers soon established itself as a kind of up-market fast food operation. It was so successful that the original owner bought another restaurant after two years and then a third. Recently retired, the owner has appointed a general manager to look after the business interests of the three restaurants. Study the cartoon showing the end of the first meeting the new general manager has with the three restaurant managers and note below what group needs and individual needs you think the general manager should have taken into account.



COMMUNICATIONS

GROUP NEEDS

Although the group is made up of very different individuals, it is likely that they share some anxiety about the appointment of a general manager.

INDIVIDUAL NEEDS

The manager in the *centre* came to the meeting expecting to disagree with any proposal for change. You may have surmised that he had been in the restaurant business for a long time, is rather set in his ways and feels uncomfortable about change.

The manager on the *right* is easy-going, and came to the meeting with no expectations, prepared to accept whatever line the general manager wanted to adopt.

The manager on the *left* is dissatisfied with the state of Spencer restaurants and came to the meeting eager for change. You may have decided he was new to the group, perhaps a recent hotel and catering graduate.

Effective communication also means taking account of the characteristics of the audience: the knowledge, experience, personality, expectations and prejudices of each person concerned.

- Avoid using technical words, jargon or terms which some people may not understand.
- Consider the point of view of your audience. For example, what you think is good news might not be good news to some of the people you are communicating with. They may be afraid of the prospect of meeting new challenges and expansion.
- Individuals have their own framework of past experience. This means that over the years people tend to develop preconceptions.

You have asked Claire to show a new member of staff, Sallah, how to prepare the counter for service. This is how the 'training session' proceeds. Note in the space below what advice you would give Claire on improving the effectiveness of her communication.

Claire: I've been asked to show you the ropes on the counter. What did you say your name was?

Sallah: Sallah. I normally work in the kitchen. This is all new to me.

Claire: Fine, Sallah. Before service we need to make sure that all the surfaces are clean and that the counter lights are working. Can you do that for me?

(Sallah looks at the shelves, the sneeze screen and heat lamps.)

Sallah: They look okay to me, Claire. Where is the switch for the heat lamps?

(Claire shows Sallah the switch and puts it in the on position.)

Claire: Sallah, can you go and get the crockery and cutlery for me?

(While Sallah is away Claire checks the hot and cold storage appliances, and puts them on so that they will be at the right temperature before service starts.)

Sallah: Have I got what we need?

Claire: Yes, that will do to be going on with. You can help me stack it. Have we enough serviettes? ... Let's see. Yes, that's enough for now.

(Once Claire and Sallah have stocked the counter, Claire shows Sallah the menu for lunch.)

Claire: These are the menu items that we shall need. Can you go and get them from the kitchen, so that we can put them out? Thank you.

(Sallah goes off to the kitchen ...)

COMMUNICATIONS

Claire should think about the needs of Sallah more carefully. It would help if Claire:

- started by telling Sallah what the objectives of the training session were — this would help create interest
- tried to find out what Sallah already knew about how to prepare a counter — this would enable Claire to build on Sallah's previous knowledge
- encouraged Sallah to think things out for herself, so she understood the reasons for doing things in a particular way
- demonstrated procedures and checked Sallah's progress by giving her opportunities to practice, and by questioning
- gave Sallah feedback on how well she was doing
- asked Sallah questions to test her understanding.

(Giving instructions is covered in more detail in the self-study unit *Task Management*.)

Henry has a meeting with the general manager and the owner of the Aleppo Merchant Hotel to discuss a new wine list he would like to introduce. On the basis of the following information, briefly note in the space below what advice you would give Henry in preparing for the meeting.

The Aleppo Merchant is privately owned. It has 25 rooms and the restaurant seats 60. The hotel appears in various good food guides and is regarded as one of the best in mid-Wales.

The owner of the hotel takes a close personal interest in the operation, but she leaves the day-to-day management to the general manager. Henry is responsible for every aspect of service in the restaurant, reporting to the general manager. Henry takes great pride in his staff, and puts a lot of effort into training new staff. He gets on well with the head chef, sometimes suggesting changes to the menu and different ways of presenting the food. He orders the wines, in consultation with the owner — the hotel has an extensive wine list. Over the years, Henry has gained a great deal of respect from his employer and colleagues, and established a close rapport with the hotel's regular customers.

Henry should consider the needs of the:

- owner — she will not want her time wasted, so the reasons for change should be prepared carefully, with advantages and any disadvantages highlighted
- general manager — poorly thought-out proposals, or questions from the owner which cannot be satisfactorily answered will cause embarrassment.

Both owner and general manager will wish to protect the reputation and profitability of the hotel, and to feel confident that Henry's proposals are supported by the chef and fit in with menu plans.

The meeting is likely to be rather formal. The owner's contact with the staff is probably infrequent, and her approach to the staff could be quite paternalistic, depending of course on her attitude.

The district catering manager has asked for a meeting with Falhad and his staff, to discuss how recent cuts in hospital spending will affect their work. Many rumours have already spread among the staff about the spending cuts, so Falhad needs to be careful how he makes the announcement of the meeting — it will mean asking the morning staff to stay on after their shift has finished, and the evening staff to come on duty early. Note in the space below what advice you would give him.

Falhad Patel was promoted to kitchen superintendent at the small and rather old-fashioned West Heath District Hospital three years ago, and for the last few weeks has been acting catering manager.

Falhad usually works Monday to Friday. On a typical day the first thing he does is make sure his cooks and assistant know what they have to do. The three-weekly menu cycle means his staff know how to prepare most dishes. He usually cooks one of the main courses himself, while generally keeping an eye on things, checking in deliveries, supervising the assembly of meals, ordering supplies, sorting out staff rotas and so forth. Often his administrative work is interrupted by a member of staff wanting to discuss a problem.

COMMUNICATIONS

Falhad works closely with his staff, and by allowing them to interrupt him when they want to discuss a problem, seems to maintain an open door policy. He is probably just as worried as his staff are about the implications of the spending cuts. So Falhad is in a good position to appreciate the sensitivity of the issue, and will probably not need to be reminded about the group or individual needs.

His position as acting catering manager requires him to detach himself to some extent, and handle the issue positively, frankly and professionally. He could tell staff individually about the meeting — but this may arouse the suspicions of other members of staff, and individuals may elaborate what was said to them, with the effect that colleagues are worried. A notice to announce the meeting might also generate unnecessary concerns — staff worrying that the reason Falhad can't tell them personally is that he knows the worst. An informal meeting, with all the staff on the morning shift, perhaps during the morning coffee break when everyone is together anyway, and a second with the staff on the evening shift seems the best option. Falhad could ask their co-operation in attending the meeting with the district catering manager, and explain that it will give them a chance to find out directly what is likely to happen, and to ask questions. Some uncertainty is inevitable in such a difficult situation, but hopefully the meeting will go a long way towards ending it.

Recently appointed executive housekeeper of a 200-bedroom five-star hotel in Birmingham, with an in-house laundry, Manda decides to call a meeting of all the supervisors, the laundry manager and his assistant to discuss the following situation. Note in the space below the advice you would give Manda to help her communicate effectively.

During a tour of the hotel, Manda receives complaints from the room attendants about having to 'hump the linen up from the laundry'. She notices that one of the four washing machines is not working and that dirt and fluff is in the vents and on top of the machines. When asked, 'May I have a look at your maintenance dockets?', Anthony, the laundry manager replied, 'The what?!'

Standards have clearly been allowed to slip. Manda needs to establish her authority at the meeting, and show that she can manage the housekeeping team effectively. At the same time, she needs to win the staff over to her side, so it would be best to avoid over-formality. The meeting should be business-like, with no time-wasting. Higher standards are in everyone's interest; they mean a safer working environment and better standards for the customer.

Phil Goodwin is the head barman at the Swan & Bottle, Nuston, in the West Midlands. During the course of the morning he has to speak with a number of the people in the pub. Note in the space below what advice you would give Phil so that these conversations are effective.

Mary-Ann and Bruce, part-time bar staff, have to be told what duties they are required for next week. He would like Tariq to help him stocktake in the bars on Thursday, which means changing his day off.

Arrangements need to be discussed with Colin Baxter, the licensee, for interviewing applicants for the vacant cellar job. Colin is likely to ask about a nasty situation which happened last night when two men at the bar started to fight.

COMMUNICATIONS

Phil probably has an informal and fairly familiar approach to the bar staff, anxious to integrate them as a group, working alongside them. His relationship with the licensee is also likely to be friendly and relatively informal, but with each person respecting the authority, experience, knowledge and ability of the other.

In speaking to Mary-Ann and Bruce, the part-time staff, Phil needs to be clear about when they are required, perhaps giving them a copy of the rota. In discussing next week's business and the staffing that will be required, he should check that they are available and willing to work on the shifts concerned. If business is uncertain, he might also establish whether they would be available to come in at other times, and what advance notice they would need.

Tariq may have made plans for Thursday, so Phil needs to approach the issue sensitively, explaining to Tariq why his help is so important and how, if at all, he can benefit — it might be possible to give Tariq Saturday or Sunday off instead, or if he was a trainee, the experience of stocktaking would be valuable.

Your comments will depend on how you perceive the relationship between the various people described in the case studies.

The 'distance' between manager and staff can play a crucial part in communication (or lack of it). In the case of Manda, for example, she has taken the trouble to get to know her department as well and as quickly as possible, observing and asking questions. Judging from the current state of affairs, the previous executive housekeeper was less involved in the day-to-day operation of the department, concentrating perhaps on paperwork. She may have established procedures, but never checked to see how well they were understood and followed.



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COMMUNICATIONS

1. The general manager's idea was to expand the scope of the restaurants by offering a wider menu choice.
2. However the general manager failed to consider the needs of the individual managers, or their prejudices (this particular manager hates change).
3. The manager's facial expression (haughty) and his gesture (tearing up the menu) reinforced the message he was conveying in words.
4. The message the chef got was that the general manager was also not satisfied with his performance, after all he had already had a lot of criticism from the manager and as a result was rather fed up.
5. The feedback was that the chef had had enough. Another person in his situation might have concluded the conversation by saying 'I've had enough criticism from you — I resign.'

If the manager had been more aware of the feelings of his chef he would have taken the trouble to ensure that he did not imply there was criticism of his professional status. If the general manager had taken the trouble to find out about the manager he might have ensured that there was no implied criticism of his achievements over the years, and encouraged him to accept changes. Both of them might then have chosen different ways to convey their message.

Examples of communication failures like the Spencer saga are only too common. Yet they could easily be avoided by putting into practice the lessons of this section.

The best way to learn about communication is to *listen* to the messages other people at work are trying to convey to *you*. Do they know *their* audience? How appropriate is the language and style of communication to your needs?

When deciding what method or methods of communication to use, always remember to consider both the audience and the situation.

Most of the time in your work, you are likely to be communicating by speech and gesture. This will be covered in the next section.

COMMUNICATIONS

SECTION 3

Speech and body language



After completing this section you will be able to:

- express yourself more clearly in speech
- use the telephone more effectively
- use body language to help convey your message
- interpret other people's body language and thereby obtain more accurate feedback.

SPEECH SKILLS

Speech is the most common method of communication so it is important to pay attention to how it is used. The following points should be remembered whether you are chatting informally or making a speech.

Clarity Make sure you speak clearly — pronounce what you say so that you are received correctly. Clear speech doesn't necessarily mean a 'posh' accent but remember that strong regional accents can make what you say difficult to follow by someone from another area or country.

Volume Use enough volume in your voice to be heard but not so much that it seems you are shouting.

Listen When receiving speech communication, make sure you listen all the time.

Tone Use tone of voice to hold the attention of your audience and also to vary your emphasis according to the importance of what you are saying.

Relax If you have to speak in a more formal situation, reporting to your boss, for example, or addressing a group of people, try to relax — do not speak too quickly, use pauses and do not read what you are saying directly from notes.

Describe briefly below some work-related examples work where NOT practising these speech skills might create problems.

CLARITY

VOLUME

LISTEN

TONE

RELAX

Some examples of *not* practising each of the five skills might be:

CLARITY

Mistakes over reservations are likely to occur if reception/reservation office staff lack clarity when speaking to customers, particularly on the phone.

VOLUME

The chef's instructions will not be heard in a noisy kitchen if he or she does not speak up.

LISTEN

If a waiter or waitress does not listen, the customer may be given the wrong order.

TONE

Getting this wrong can entirely change the meaning of what you say. For instance, what was meant as playful fun may sound rude or threatening to the listener.

RELAX

Tenseness can make speech sound gabbled. Some people have to learn to relax more than others. An example might be when having to explain something about your department to the managing director.

It is very easy to change the complete meaning of a sentence by changing the tone of voice, the emphasis on a word, or the position of a word in a sentence. Use a tape recorder or cassette player to record yourself saying the following sentence: 'I'm serving these two.'

Now try putting 'only' into different places in the sentence. Also try changing the emphasis on words.

COMMUNICATIONS

Position of 'only'

Only I am serving these two.

I'm only serving these two.

I'm serving only these two.

I'm serving these two only.

Emphasis on

I'm

serving

these

two

Effect

No one else is serving them.

I'm not doing anything else to them.

I'm not serving anyone else.

I'm not doing anything else.

Effect

Clear off, these are my customers.

Serving is what I am doing, and a proper job I'm doing of it, not messing around, or just chatting to them.

These customers, no one else.

I have two customers to serve — you have none. Or it's these two customers I am serving, not the four over there.

Now choose an appropriate subject and record yourself talking about it for 5 to 10 minutes. For example you have decided to talk to a member of staff regarding the person's standard of work, and explain why you have arranged for him or her to go on a training course; or you are describing to a 'customer' the conference (or other appropriate) facilities you offer. You may find the exercise more meaningful if you ask a colleague or friend to listen as if the member of staff, or customer, and react to what you are saying: nodding, shaking of the head and so forth.

Use the space below if you wish to prepare notes on what you are going to talk about. The exercise will be more useful if you do not have to keep pausing because you do not know what to say next.

Play the recording back, and use the space in the column *FIRST ATTEMPT* to rate your performance on each of the following speech skills.

FIRST ATTEMPT

SECOND ATTEMPT

CLARITY

VOLUME

TONE

Now comment on how you could improve your performance

Have another go at the exercise, once again recording yourself, then assessing your performance under the appropriate headings in the *SECOND ATTEMPT* column and noting how it could be improved.

Like many people you may have problems from time to time in finding the right words and the right way to say something — in a service situation, you cannot always use a picture to say a thousand words, or indeed 'say it with flowers'. Think about how the person receiving the information may be feeling after hearing what has been said in each of the following situations. Comment briefly on what has gone wrong, and what might have been a better choice of words.

SCENE 1

A group of people have just finished their dessert. The waitress sees this and comes to the table. She asks, with a cold expression, 'Do you want coffee?'

SCENE 2

A businesswoman has signed into a hotel. It is late. The hall porter arrives to show her to the room. Grim-faced, he briefly glances at her and picks up her case. She says: 'I'm sorry I'm so late.' Looking down he says, 'This way' and walks away from her.

SCENE 3

A couple have waited a while to be given their bill. Wanting to leave, they go and stand by the exit to catch the waiter. The waiter was nearby showing two people to a table. The couple, with obvious signs of impatience, say: 'We've been looking for you for a while now. Can we have our bill, please?' In a flat tone of voice, looking at the table he is heading for he abruptly replies: 'Yes, alright.'

SCENE 1

You probably suggested a better way of finding out if the customers would like coffee, for example by asking first 'Have you enjoyed your meal?', and commenting that the waitress should smile too! You might have asked the waitress how she would have felt if she had been the customer, and discussed what effect her facial expression and manner has on the customers. A more friendly approach is particularly important in some restaurants.

SCENE 2

How did you suggest the hall porter could be more positive? You may have asked him how he thought the businesswoman felt? He might have said to her 'Would you like to follow me, please?' What could have been his first question? Does he realise the effect his body language and manner has on the guests?

SCENE 3

What should the waiter have said? An appropriate response would include an acknowledgement, an apology and an assurance of attention; all conveyed with politeness. For example: 'Yes Sir, I'm sorry. I'll be with you in a moment.' Did you mention the effect his behaviour could have had on the customers? Not just the couple leaving, but also the couple arriving and the people around the scene. How do you think you can get the waiter to be more aware of the impact that his behaviour has on those around him? How would you motivate the waiter to change his attitude?

Communication skills in customer care are dealt with in greater depth in *Customercraft: Keeping the Customers Satisfied*, a video and book in the *Mastercraft* series.

TELEPHONE TECHNIQUES

When using the telephone feedback is limited because you cannot see the person's reactions or expression. Therefore speech skills are even more important.

It is very easy for words and meanings to be misunderstood, especially if there is interference on the line. So watch carefully the words and tone that you use.

Receptionists are told to 'put a smile in your voice' — this could be good practice for everyone. Also use someone's name during a telephone conversation: it gives a personal touch and makes the listener more attentive.

Always introduce yourself by your first and second names, Leroy Smith rather than Mr Smith; Jane Brown not Mrs Brown. You become more of a personality and less of a disembodied voice. Also when calling someone for the first time, indicate not just who you are but what you do, your position, so that the receiver has a better picture of you. 'Good morning Mr Carruthers, I'm Mary Brown, assistant catering manager at Sprigleys Engineering....'

Explain clearly what you want. Do not get impatient if the listener misunderstands you. And remain polite at all times — even if the other party is rude or abrupt.

Be ready to spell out difficult words or addresses — if you know it, using the telephonist's alphabet helps, but the use of common, readily understood words is just as effective, for example, F for Freddie, M for mother.

Do always have a pad and pencil available by the phone. You will sound inefficient if you have to go and look for one during a conversation — 'Half a mo, I'll just go and look for a pencil!'

The telephone is a quick and easy method of communication: be sure you can make the most of its advantages.

Alphabetical code names

A for Alpha	B for Bravo	C for Charlie	D for Delta
E for Echo	F for Foxtrot	G for Golf	H for Hotel
I for India	J for Juliet	K for Kilo	L for Linda
M for Mike	N for November	O for Oscar	P for Papa
Q for Quebec	R for Romeo	S for Sierra	T for Tango
U for Uniform	V for Victor	W for Whisky	X for X-ray
Y for Yankee	Z for Zulu		

Consider the following advice (adapted from Guestcraft: Front of House Operations in the Mastercraft series), and highlight any points which would help your staff use the telephone more effectively.

- *Speak directly into the telephone mouthpiece, but don't shout. Don't eat, drink, or smoke while you are on the telephone.*
- *Talk at a comfortable pace, using clear simple language. Avoid abbreviations and jargon unless you are certain that the caller will understand. For example when someone phones to reserve a table in the restaurant, ask 'How many people will there be in the party?', not 'How many covers?'*
- *Use your normal accent — just be yourself.*
- *Pay attention, concentrate and show that you care. Give all your attention to the conversation — do not be tempted to carry on two conversations at once.*
- *If the caller has a query you cannot answer yourself, ask the person to hold while you find out the necessary information, or inform the person that you will transfer the call to someone who can help. Never leave a caller waiting on the line without reassuring her or him that you are attending to the enquiry. If possible keep callers informed at all times of the steps you are taking to help them. Otherwise callers may think you have cut them off or forgotten about them which does not do the name of the establishment any good.*
- *Take care when giving out information, especially over the telephone when you have no way of checking the identity of the caller. Do not give any personal or private details about customers, staff or the establishment. This does not mean you have to be rude. 'I'm sorry that I can't help you because it is the policy of the establishment not to give out any information of a private or personal nature.'*
- *If you are dealing with an emergency call get the telephone number of the caller in case you are cut off.*
- *Follow establishment policy on transferring incoming calls to customers and staff. If the caller's name is established before the call is put through, you can check whether the customer or staff member wishes to take the call. It also gives the person taking the call a few moments (often quite useful) to prepare for the conversation.*
- *Keep up-to-date with staff changes. A caller asking by name for the new sales manager will not be impressed if the reply is 'I'm very sorry but we do not have a guest by that name.' An internal telephone directory and perhaps an organisation chart will help place telephone calls with the right member of staff.*

"GOOD MORNING. I'M MARY BROWN
ASSISTANT CATERING MANAGER
AT SPRINGLEYS ENGINEERING"



Answerphones

Answerphones are an invaluable communications tool for any operation where at certain times no one is available to take telephone calls. Nevertheless some people find answerphones daunting.

If you find that you get flustered when the telephone is answered by a recording machine don't attempt to leave a garbled message, just replace the receiver without saying anything. Then write down what you need to say, dial the number again and dictate your name, your telephone number, the message you want to leave, and the time, day and date of your call.

When leaving a recorded message remember to speak slowly and very clearly, numbers especially can be difficult to hear on tape.

1. Use a tape recorder or dictaphone machine to practise leaving messages. Play them back to yourself and a colleague to make sure both your speech and message are clear.
2. Leave a message from your place of work or home address to J. Black's Uniforms Ltd asking them to post 6 prs of overalls size Large, catalogue No. 673DT. Ask them to ring back confirming they have them in stock. Play the tape to someone who has not read this exercise and ask them to write down your message from the recording.

BODY LANGUAGE

Three-quarters of all communication takes place without words. The way you look, the posture you adopt, the expression on your face and in your eyes, your posture, the gestures you use, the distance you keep between yourself and the person you are talking to — these all communicate messages to those around you.

Much of the time you are probably not conscious of the affect your body language is having on other people. You might decide that another person is nervous, angry, worried, insecure, impatient, suspicious and so forth from just looking at that person, taking notice of even very small, ordinary gestures that you normally wouldn't notice. But can you control your body language, so that it gives relevance to the message you are trying to communicate? It is said that words may lie, but the body seldom does.

Face The look on your face will say a lot about your attitudes and feelings. Most people will look at your face at some point during a conversation, usually for most of the time. Exasperation with a member of staff will show in the customer's facial expression.

Gaze Sometimes called eye contact, this also plays an important part in conversation. The child who has been caught doing wrong will often look at the floor to avoid eye contact. You can usually attract the attention of another person in a busy, or noisy room just by looking at the person. It is more difficult to communicate with someone who is wearing dark glasses.

Gesture The way in which you move your head and arms. Try sitting on your hands, holding your head absolutely still and talking. Some customers succeed in attracting attention by a nod of the head; others wave their arms. On other occasions when gestures are used instead of words, it can indicate contempt or laziness, for example when a person merely points in the direction of the toilet.

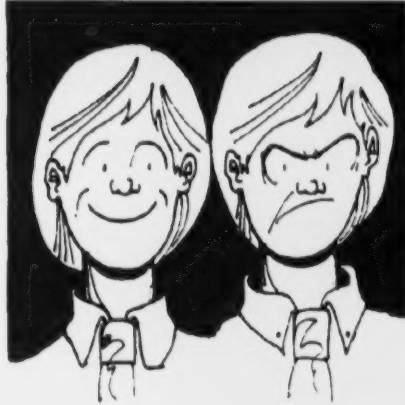
Posture This is the way you hold your body. It often communicates the way you feel, and is frequently used to signal the end of a conversation.

Appearance Dress, hair, physique and so forth send messages. Bouncers in night clubs and dance halls are likely to be big (and strong) rather than small (no matter how strong).

Touch This can be a very powerful form of communication. The British are more cautious about physical contact than the French or Hungarians, for example.

Space Most people like to keep a certain distance from others. Try sitting next to someone on a bus when there is an empty double seat elsewhere. If you are standing too close to someone, he or she will begin to back off and look uncomfortable. Sitting behind a desk gives a different message during a discussion with a member of staff, for example, than when both people are sitting in easy chairs facing each other over a low coffee table. Folded arms and dark glasses can also serve to keep other people at a distance. Sitting on the corner of the desk so that you are higher than the other person can help sustain superiority and control.

Each of the cartoons that follow illustrates a particular aspect of body language. Below the cartoon describe some applications in your workplace (some examples are given to start you off), and more generally in the hotel, catering, tourism and leisure industry. Also note when body language might have a different meaning to the usual (a few examples are given).



FACE •

A smile indicates that people are friendly. A frowning or scowling expression indicates that the person is worried, perhaps unwilling to communicate with you.



GAZE

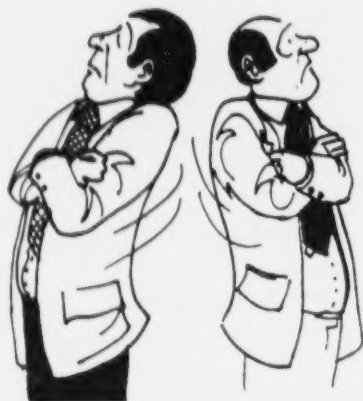
A member of staff who is shy, insecure or nervous may gaze at the floor when talking to you. A customer who feels superior may look at the ceiling when talking to your receptionist about a particular requirement that the customer feels is beyond the receptionist's ability to supply, or unlikely to be available at the hotel.



GESTURE

A member of staff wishing to catch your attention might raise her hand. On the other hand a customer in a bar with a clenched fist, using downward hand gestures is probably aggressive and an argument or fight could break out.

But someone scratching his nose, might not be nervous and using his hand to hide behind. It might really itch!



POSTURE

A person anxious to interrupt you as you describe a customer complaint, may shift his posture when sitting. A person who wants to dominate others, or make a determined, insistent statement will tend to lean forward slightly. Folded arms could indicate that the person is cold, or resting, but if she is scowling, her shoulders are raised and eye-brows drawn together, you can be fairly sure she is displeased.



APPEARANCE

Not all wealthy customers will wear expensive clothes and look smart. Famous people can look quite different when they want to be unnoticed, and are looking for relaxation. Prostitutes on the look out for clients in a hotel bar may wear clothes which draw attention to themselves. Someone using a pub to sell drugs will probably dress in a similar way to his potential clients.



TOUCH

In some countries it is quite acceptable that men who are good friends can walk hand-in-hand. Some people regard a limp handshake as a sign of a weak character. If a male supervisor touches an older, female member of staff it will usually indicate friendliness and support; on the other hand such a gesture could be taken as a sign of sexual harassment, especially by a younger person.



SPACE

A boss who places his feet on the desk or table creates a barrier to communication and establishes superiority and possibly indifference. Some people hate others standing too close to them and will back away in such a situation; others get very angry if their work area is encroached upon.

COMMUNICATIONS

Remember the five speech skills and use them to make your communication more effective. But also remember to watch out for feedback in the form of body language — this will tell you how your audience is reacting to what you say and whether your message is being understood.

Do not underestimate the importance of non-vocal communication. It is particularly potent because so often people do it without thinking; indeed without even being aware that they are doing it. To be an effective communicator you cannot afford to disregard the non-vocal clues.

The next section looks at communication in three specific situations: interviewing, negotiation, and meetings.

COMMUNICATIONS

SECTION 4

Interviewing, negotiation and meetings



After completing this section you will be able to:

- conduct successful interviews
- deal effectively with situations involving a difference in interests
- give examples of different types of meeting, briefly explain their structure, the main procedures, documents and terms involved
- take part in meetings.

COMMUNICATIONS

Interviewing, negotiation and meetings all involve speech. Frequently this is backed up by gestures and other body language, the use of visual aids and written notes. Whenever you are involved in any of these situations you must concentrate on the audience with whom you are communicating.

INTERVIEWS

Whatever the situation, an interview is basically a planned conversation: the subject is defined and the types of question can be anticipated.

At various times in your working life you may be the interviewer or the interviewee. List below some recent situations in which you have been involved in an interview.

Occasions when you were the interviewer:

Subject of interview

Who else was involved

Occasions when you were the interviewee:

Subject of interview

Who else was involved

Interviews tend to be associated with job applications, but much routine business is carried out by means of an interview. Here are just a few examples of when you might be the interviewer:

- questioning staff regarding a customer complaint
- as health and safety officer, trying to establish the circumstances which led to an accident in which a member of staff, contractor or customer was injured
- interviewing a prospective supplier

and when you might be the interviewee:

- you are being considered for promotion
- you are being appraised
- as a representative of your company/organisation, you have to speak to a reporter from the local newspaper or radio station
- as unit manager of a contract catering operation, you are called to see the personnel manager of the client company regarding the menu.

(The interviewing of job applicants is covered in greater depth in *Getting the Right Staff*, a self-study unit in the *Personnel Management* series.)

Preparation for interviews

Conducting successful interviews requires careful preparation.

Before the interview you should:

- learn as much as possible about the subject of the interview and the other person or people who will be involved, reading background correspondence, work records, and so forth, speaking to colleagues or associates
- decide what you want to know
- consider what questions you might be asked, and how you should answer them
- write down the order in which to raise new points
- have answers ready to questions the interviewee is likely to ask
- know the facts before arriving at conclusions.

Opening gambits

If you are the interviewer you must make sure that you start off the discussion in the right atmosphere. On arrival, the interviewee should be welcomed and asked to sit down. If you are busy with papers or on the telephone always look up, apologise and gesture towards a chair. Some interviewers will carry on with their writing and leave the interviewee standing — this may give the interviewer a feeling of power but it can also antagonise the interviewee, which will not lead to a productive discussion.

A good interviewer takes care to make sure that the interviewee is relaxed and will talk freely. You should open the proceedings with some casual topic of conversation to put the person at ease before tackling the subject of the interview.

The art of asking questions

When asking questions, phrase them in such a way that they are 'open ended', or cannot be answered with a straight 'yes' or 'no'.

The most open questions start with 'what' or 'how' or 'why'; slightly less open start with 'where', 'when' or 'who'.

If you are trying to draw out crucial information, make sure your attitude is not aggressive. Remain uncritical. If you are investigating an accident, for example, beware of hearsay and possible slander.

Never jump to conclusions, just listen to what is said and watch the other person's expression and posture. Body language can give a lot of clues.

Make sure that the questions you ask are relevant and follow a logical sequence, taking account of the replies you have received. If the answers are complex it is a good idea to make notes during the interview.

NEGOTIATION

Effective negotiation is a key factor in successful management of people. Negotiation is not just a tool used in union wage deals or international arms agreements.

Many everyday activities involve some form of negotiation, for example over:

- who will use the car today
- the price of some article in the market
- whose turn it is to pay
- who takes the early morning duty.

Consulting, problem-solving, selling and trading, like the examples just given, may or may not involve negotiating.

Tick which of the following conversations involve negotiating.

Example A Ted: *I would like to take the car today — OK?*

Wife: *Why?*

Ted: *You don't need it, do you?*

Wife: *That's not the point.*

Ted: *So, do I take it or don't I?*

Wife: *That's up to you.*

Example B John: *I think I'll take the car this morning.*

Wife: *But I wanted it.*

John: *You're always the same — just because I wanted it today.*

Wife: *Not at all. But I'm fed up with this argument every week. Let's sort it out once and for all; we'll discuss an arrangement tonight.*

Example C Jack: *I'm taking the car today.*

Wife: *That's what you think!*

Jack: *Like it or lump it, I'm taking it.*

Wife: *Typical! You think you can do what you like.*

Jack: *Sure.*

Example D Fred: *I'd like to take the car to work today.*

Wife: *Oh! I had planned to go and do some shopping.*

Fred: *Well, then, if you have it then I'll use it this evening.*

Wife: *You know this is my night at the guild and I always take the car.*

Fred: *Supposing I get a taxi for you.*

Wife: *OK.*

Example D is the only conversation which involves negotiation. If you check with a dictionary you will find that 'To negotiate' means 'To discuss with another with a view to reaching a compromise'. Each of the conversations over who has the car is about resolving a conflict, but Example A is really an avoidance of it, Example B is an attempt to defuse the situation, and in Example C there is confrontation with the winner taking all. On the other hand, Example D has the three elements necessary for negotiation:

- a clash of interests
- a discussion over the differences
- a compromise reached by each side moving towards the other.

Setting the scene

List all the points for negotiation. Decide whether it would be helpful for the other party to know these points in advance. For example, if you were meeting a supplier regarding the purchasing arrangements for the next year, you might wish to discuss:

- quality of goods
- price
- delivery arrangements
- paperwork efficiency: delivery notes, invoicing, statements and so forth
- ordering procedure
- after sales service.

When these points are communicated in advance, the supplier can gather information to deal with any problems you might raise, consider and discuss with the other people involved what improvements to the service can be offered, and so forth.

Have clearly in mind what you see as the best solution, and establish next-best solutions. Prepare a strategy to overcome conflicts, and alternatives if developments during the negotiation rule out favoured solutions.

Check what authority the person you will be negotiating with has. Will decisions have to be referred to a superior for agreement?

Make sure the arrangements for the meeting are right. Is the time convenient? If you are hosting the discussions, ensure the room is comfortable, that your staff are fully briefed, and that you will not be interrupted (unless it is at a pre-arranged signal).

During discussions

Enter the discussion with the idea that both sides should win: the win-win approach. With the win-lose approach, one party gains a sense of satisfaction while the other feels deflated. This risks the whole negotiation, when both sides end up losers: the lose-lose scenario.

Don't accept the first offer, or make the first concession.

Use your selling skills to outline your needs, while at the same time incorporating the other person's needs. Make the other person feel that any concession is of mutual benefit. For example, if you need an early delivery for a particular commodity, you may have to agree a higher price with the supplier, or to arrange a different place of delivery to suit the supplier's transport timetables.

Offer solutions to the other person's problems or difficulties. For example, you may be required to collect certain items from the supplier direct. If this is the only way to obtain a particular item, you may consider the time and effort worthwhile in satisfying your customers' needs.

Seek information. A good negotiator asks lots of questions in order to find out what is on the other person's mind. Asking questions gives the negotiator thinking time, particularly if the question is preceded by an announcement such as: 'Let me put a question to you. Do you ...' This tactic also controls the listening and perception of the other party. Asking questions shows interest and concern for the viewpoint of the other party.

If the negotiator disagrees, all the reasons are given first and then concluded by disagreeing. To announce a disagreement before giving the reasons will usually mean that the other party is preparing retaliatory comments rather than listening to the reasons.

Avoid defend/attack spirals. Once you set out to attack a person, or introduce value judgements about people, then the opponent will swiftly return like with like, and the chance of a rational agreement disappears. It is also a risky tactic to try to exclude, or shut out, someone from the discussion, for example by constantly interrupting that person, or ridiculing his or her contribution or status.

COMMUNICATIONS

Recognise and build on the strengths of your argument, and on your strengths as a negotiator.

Be able to communicate persuasively, using appropriate words and body language:

- speak clearly and, when appropriate, forcefully
- control the speed at which you talk; long pauses can put pressure on the other side to break the silence and, hopefully, the deadlock; a faster pace will enable you to sum up, or present all the arguments without interruption
- forceful, downward hand movements can help emphasise important points and strength of feeling; open postures and strong eye contact signify honesty; folded arms, crossed legs indicate a defensive stance
- be able to listen to what others are saying and interpret their body language.

Be prepared to deal with the stress which may be involved. Remain in control under pressure, and be prepared when necessary to apply pressure to others involved in the negotiation.

If others are involved in the negotiation on your side, work effectively with your colleagues.

Reaching agreement

At regular intervals during the meeting, sum up the points you have discussed. This helps to keep the negotiation to your original objectives and it shows the other person that you are an organised person to deal with.

The wording of any agreements will need to be carefully examined before making decisions. This may delay the final stages, if legal advice is required.

MEETINGS

Meetings are one of the most common activities in any business. They are used for so many different purposes and organised in so many different ways that it is beyond the scope of this section to give more than a general picture. At one end of the spectrum are formally conducted meetings governed by rules of procedure laid down in the standing orders of an organisation, at the other are casual discussions in a manager's office. You probably attend some of the following types of meeting already, others you may come across in the course of your work:

Very formal

- General Meetings: attended by all members of an organisation
- Annual General Meetings (AGMs): attended by all directors and share-holders of a company or organisation to receive a year-end report on the company's activities, accounts, dividends and elect new officers
- Extraordinary General Meeting: called specially to discuss and vote on an important topic, for instance, take-over bid

Formal

- Board Meeting: regular meetings of directors of a company to make executive decisions
- Committee Meeting: meeting of a group delegated or elected by a club or organisation, some committees can make executive decisions, others can only give recommendations
- Trade Union Meeting

Formal / informal

- Management Meeting
- Departmental/Office Meeting
- Staff Meeting

Informal

- Brainstorming Meeting or Buzz-group formed to generate a fresh approach or new ideas

Structure of meetings

Any formal meeting will have a *chairperson* to direct proceedings and a *secretary* to take notes of the discussion. A *treasurer* may also be present to report on any financial matters. In informal or office meetings, the manager or whoever called the meeting normally takes the chair.

In very formal meetings, the members will not talk directly to each other but *through the chair*, in other words they make their points to the chairperson, just as members of Parliament address their remarks to the Speaker.

The chairperson's primary duty is to keep the meeting in order and help the members to make decisions. He or she has to lead the discussion, make sure arguments do not get heated, encourage people to stick to the point and summarise what has been said before a vote is taken or a decision made.

The secretary is the chairperson's right hand and does all the behind the scenes work. The secretary's duties include sending out *notices of a meeting* inviting participants to attend; drawing up an *agenda* for the meeting; ensuring that all the correct documents and papers are available; taking notes of points raised and decisions taken during the meeting, and preparing a record of the meeting in the form of a *meeting report* for informal meetings or *minutes* of a formal meeting, for circulation to all participants. Large committees may have a secretary to conduct the official business and a *minute secretary* to deal with the note taking.

Documents used in meetings

Notice of meeting Invitation to a meeting giving date, time, place and purpose of meeting. Some formal meetings require notices to be sent a fixed number of days beforehand.

Agenda List of items to be discussed, often sent out with the notice of meeting.

Chairperson's agenda Same as agenda but with additional briefing notes for his or her information.

Memorandum and Articles of Association, Standing Orders, Membership Lists Legal documents or reference books that may need to be referred to for a point of procedure in a meeting.

Minutes of last meeting or Minute Book Official record of what was discussed and agreed at previous meeting. Usually read and agreed by those present as being a true record before being signed by the chairperson.

Attendance Register Record of those present.

Meeting terms

Ad hoc 'For the purpose of', so an Ad Hoc Committee might be formed to plan a staff dance.

Casting vote A second vote allowed to the chairperson to be used when a situation is deadlocked, an equal number of committee members in favour of the issue, and opposed to the issue.

Ex officio 'By virtue of office' — a person may sit on a committee because of his or her official position.

Honorary People holding office on a committee in a voluntary capacity — unpaid, for example Hon Treasurer.

Majority Rules of the organisation will define the number of votes required to carry a motion.

Memorandum and Articles of Association Regulations setting out purpose of organisation and manner in which its business shall be conducted.

Minutes There are three types: *Narrative minutes*, which give details of the discussion that took place and any resolutions agreed; *Resolution minutes*, which are much briefer and just record the decisions reached without going into detail; *Action minutes*, which report on the proceedings briefly and give the name of the person delegated to act on a particular issue raised.

Motion A proposal. When put to the meeting the motion becomes the question, when passed it is called the resolution.

Point of order Question regarding procedure.

Proxy One acting for another, or voting on behalf of another.

Quorum Minimum number of persons present to constitute an official meeting.

Resolution Formal decision carried at a meeting. It must have been proposed, seconded, and put to the meeting for a vote.

Standing orders Rules of an organisation.

Status quo No change in situation.

Unanimous If all members voted in favour it is 'carried unanimously'.

Notice of a Meeting

Quarterly Meeting of the Pluck & Hamlet Staff Committee

Staff Restaurant, Hillingdon Site

Wednesday, 15 May 19XX, at 10.30 am

A G E N D A

1. Apologies for absence
2. Minutes of last meeting
3. Matters arising
4. Opening new function rooms
5. Improvements to staff rest room
6. Staggered coffee break and lunch service
7. Any other business
8. Date of next meeting

(Sign please Judy Tomkinson)

Secretary

20 April 19XX

MEMORANDUM

TO: All Restaurant Managers

REF: HG/WP

FROM: James Clarke, General Manager

DATE: 2/3/19xx

SUBJECT: Quarterly Meeting of Spencers Restaurant Managers

The next quarterly meeting of Restaurant Managers will take place in my office on Monday, 17th September 19xx, at 10.00 am.

A G E N D A

1. Apologies for absence
2. Minutes of last meeting
3. Matters arising
4. Opening of new restaurant
5. Improving the fast food menu
6. Managers' Quarterly Reports
7. A.O.B.
8. Date of next meeting

COMMUNICATIONS

MINUTES OF THE BOARD OF DIRECTORS MEETING

Held at the Registered Offices of the Sump Catering Co Ltd
on Thursday, 29th September, 19xx at 10.00 am

PRESENT:	Sir Anthony Jones	Chairman
	James Stuart	Company Secretary
	Kalyani Chana	Minute Secretary
	Jessica Jones	Chief Accountant
	Jack Black	Personnel Director
	Frank Harvey	Production Director
	Tristram Sump	Marketing Director

1. APOLOGIES FOR ABSENCE

Apologies were received from Sir Joseph Sump and K. P. Pearce.

2. MINUTES OF THE LAST MEETING

ACTION

The Minutes of the last meeting, which had been previously circulated, were taken as read and signed by the Chairman as a true record.

3. MATTERS ARISING

There were no matters arising.

4. OPENING NEW FUNCTION SUITE

Sir Anthony announced that the Headgate Rooms, the new function suite in Headgate Street, would be completed by the end of October. The grand opening was planned for November 1st, with a reception. It was suggested that Sir Joseph Sump should be invited to open the new function suite but the Chairman advised the meeting that owing to Sir Joseph's age and failing health, it would not be possible. It was agreed that the Mayor of Peterchester would be a suitable choice. The Company Secretary was asked to send an appropriate invitation.

J. Stuart

5. IMPROVEMENTS TO STAFF REST ROOM

The Personnel Director stated that he had been approached by a staff delegation with complaints about the condition of the staff rest room. It was agreed that the matter should be looked into and Jack Black was asked to prepare a report on the subject before the next Board Meeting.

J. Black

6. INTRODUCTION OF FLEXIBLE WORKING HOURS

It was RESOLVED that a system of flexible working hours would be introduced in the offices with effect from 1st October 19xx. Mr Black was asked to promulgate this fact to all concerned.

J. Black

7. A.O.B.

Mr Harvey raised the subject of allocation of car parking spaces. He suggested that all Directors of the Company should have a reserved space. The Chairman agreed to look into the matter and would report back at the next meeting.

Sir Anthony

8. DATE OF THE NEXT MEETING

The Secretary announced that the next meeting would be held on Tuesday, 29th October.

Signed

Dated

Chairman

BEST COPY AVAILABLE

Assume you have been asked to arrange an important meeting at your workplace. Make a list below of the preparations you would make.

If you are responsible for calling a meeting, or organising one for someone else, you should follow the procedure normally used in your organisation. Your preparations are likely to include:

- deciding the scope and purpose of the meeting
- listing those who should attend
- sending out notice of meeting and agenda
- booking a suitable room
- ensuring sufficient chairs are available
- setting out notepads, pencils, ashtrays, water, and so forth
- organising refreshments
- collecting together minutes, agenda, reports, statistics and documents needed for meeting
- providing flip charts, projectors, videos, if needed
- arranging for someone to take notes or minutes at the meeting
- checking that the minutes or meeting report provide an accurate record, properly set out.

Attending meetings

If you are required to take part in a meeting, or present a report or paper to a meeting, try to prepare yourself as well as possible beforehand. If you want to speak on an important issue make sure that you have got your facts clear, if necessary jot down some notes on key points. If you are presenting a long report that cannot be memorised, practise reading it out loud before the meeting so that you will not have to read it word for word.

When you attend meetings, listen to the more experienced people present and learn from them. You will be able to pick up the rules of the game and learn how to present your case successfully. Analyse the way in which a good chairperson controls a meeting and gets through the maximum amount of business in the minimum time without anyone feeling slighted or coerced.

Producing notes, memos and other forms of written communication are dealt with in the next section.

COMMUNICATIONS

SECTION 5

Written communication



After completing this section you will be able to:

- choose the correct style of written communication
- write well-composed letters
- produce brief, clear notices and memoranda.

Written communication can take many forms from a hurriedly-written note to a typed report of hundreds of pages. Frequently, written words are supported by visual aids such as illustrations, graphs or diagrams. The most common medium in business is probably the letter, followed by the memo. Both are considered in this section, and so are notices, which play a prominent role in day-to-day workplace communications. Reports, papers and visual aids are dealt with in Section 6.

Whatever written communication you are sending, you must remember that the reader has to understand the message.

LETTER WRITING

A letter is an ambassador, it represents you. The impression a letter makes on the reader depends largely on its tone and presentation. The affect a letter has depends on the clarity with which its message is expressed. There are four basic principles to remember when writing letters:

- *Conciseness*: keep to the point. Use the minimum number of words to express your meaning.
- *Clarity*: avoid ambiguity.
- *Simplicity*: short sentences are easier to understand than long ones. Use simple words rather than complex ones.
- *Courtesy*: be tactful and courteous, even when demanding payment!

Whether you are typing letters yourself, or having them typed for you by a secretary, it is important to make sure that the letter is correctly and attractively displayed. There are some basic rules that must be followed and style should always be consistent. If you decide to use block style and 'open punctuation' (that is, no punctuation) for the address and date at the beginning, you must also use open punctuation for the close. Always proof-read typed material and check for spelling and typing mistakes.

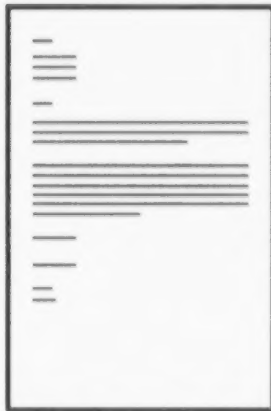
There are three basic styles of layout in common use:

Fully blocked Date, ref, inside address, all paragraphs and complimentary close start at the left hand margin. No paragraphs are indented. Open punctuation is used in dates, salutations and addresses. Only the text of the letter itself is fully punctuated.

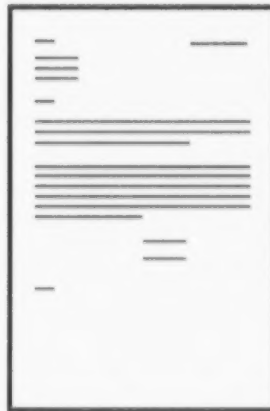
Blocked or modified full block As fully blocked, but the date is placed on the right hand side, opposite the first line of inside address. The complimentary close can start at the centre of the page. Open punctuation is usually used.

Semi-blocked The date is placed on the right. The first line of each paragraph is indented. Headings are centred and the complimentary close starts at the centre. This is the style usually adopted for hand-written letters. Closed or full punctuation is often used for addresses, dates, and so forth.

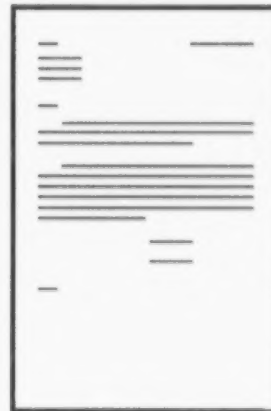
Fully blocked text



Blocked or modified full block



Semi-blocked



It is important to strike the right tone in your letters. The different situations you will be writing about, and the different people you will be writing to, will each need a different approach. For example:

- reservation letters
- letters of enquiry
- replies to letters of complaint
- application letters
- letters of dismissal
- complaints
- sales letters and circulars
- letters of condolence.

Printed letterheading name, address, phone no of your business

References Your ref: JS/DF
 Our ref: JKK/P133

blank line

Date 21 June 19xx or 21st June, 19xx
 open punctuation closed punctuation

blank line

Inside address	Mr James Smith	Mr. James Smith
name and	Sales Manager	Sales Manager,
address of	Brown & Co Ltd	Brown & Co.Ltd.,
recipient	21 East Street	21, East Street,
	Peterchester	Peterchester,
	Sussex PC1 2XX	Sussex, PC1 2XX.
	open punctuation	closed punctuation

blank line

Salutation Dear James Dear Mr. Smith,
 if you know the closed punctuation
 recipient well

blank line

Opening paragraph refers to previous correspondence or gives
 purpose of the letter
 leave a line between each paragraph

- a) Thank you for your letter of 18 June applying for the post of secretary to the manager ...
- b) We are planning to refurbish all the bedrooms in this hotel and invite you to quote for supplying the carpets and curtains...

Body of letter contains the details of your message, laid out in logical order. Each different idea or point should be given a separate paragraph. If the letter is complex and likely to be dealt with by two different departments, then two separate letters should be written.

a) I have read your CV and you seem to have the right qualifications and experience for this position. Please would you attend an interview on ...

The Company will pay your travel costs to ...

b) There are 33 bedrooms of varying sizes, three flights of stairs and two corridors, all of which require new carpets...

The curtains should be of cotton fabric and pencil pleat style ...

Final paragraph summarises main points or reminds reader of action you expect to be taken.

a) Please let my secretary, Jacquie Ehinmola, know if you require overnight accommodation. I look forward to meeting you next Tuesday.

b) We should like to receive a quotation as soon as possible for the work must be completed before Christmas. I look forward to hearing from you.

Complimentary must match the salutation

close

Formal starts

Dear Sirs or
Dear Madam

must have formal close

Yours faithfully

Informal starts

Dear Miss Jones
or Dear Jim

should end informally

Yours sincerely

allow 6 or more lines for signature

Writer's name

Janet Heath (Mrs)

J. K. Khan

Job title

Personnel Officer

Manager

COMMUNICATIONS

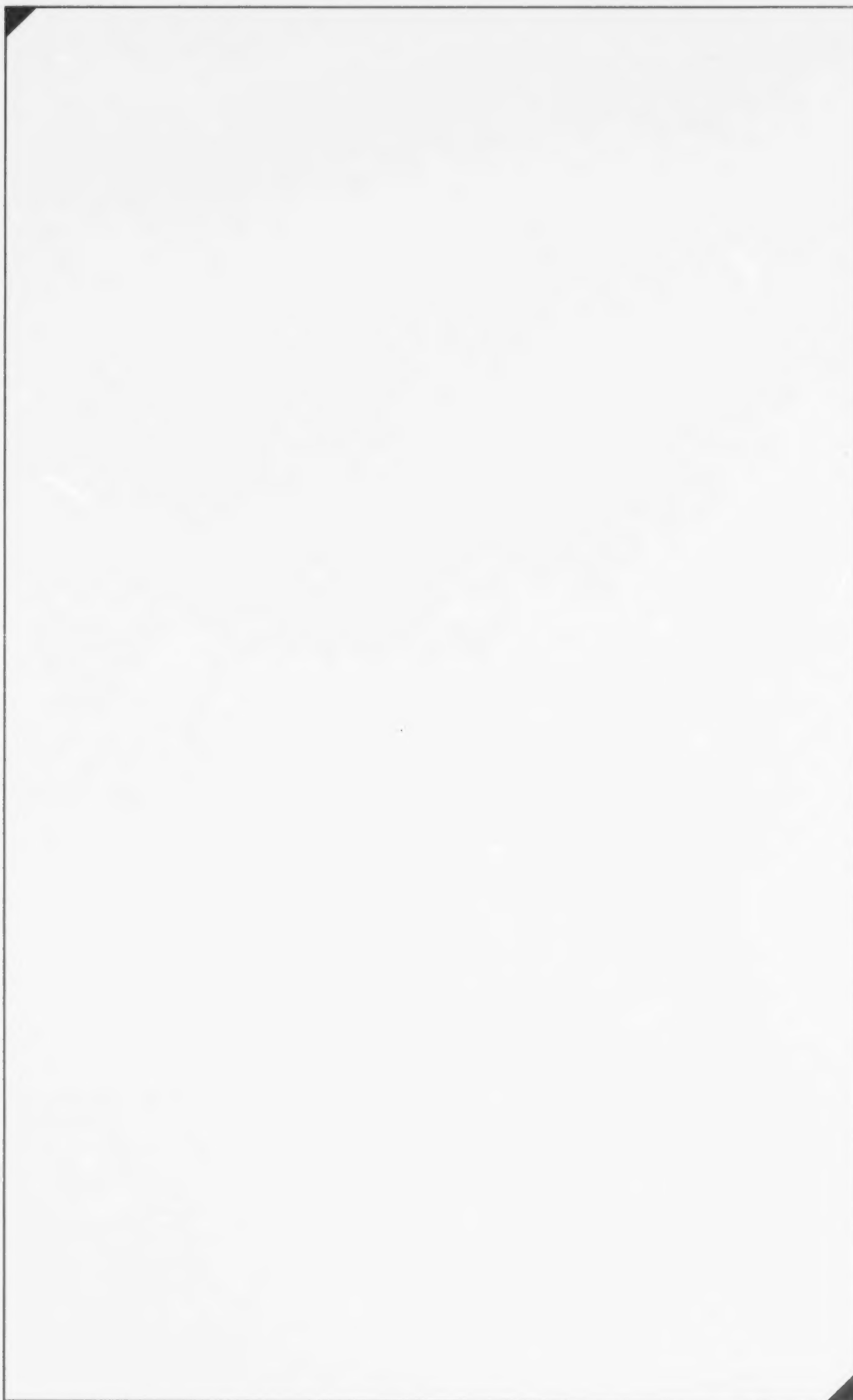
Circle the obvious errors in the letter below — there are at least 20 typing, spelling, grammar or layout mistakes. Then, on the page opposite, re-draft the letter in better style.

31 September 19xx
Mrs A Randall
Hogarth's Soft Furnishings Ltd.,
21 Hogarth Cresnet
Peterchester
Sussex

Dear Ms Randall

Refering to your letter of 27 September replying to my enquiry. I am sorry to say that we cannot accept your quotation because it is much to high altho the curtain material was nice. Also your delivery terms are not good enough and you do not offer us any trade discount on our big orders. We cannot accept your other quotation for carpets neither. The price was right but the the quality was wrong for the stairs but OK for the bedrooms. If you want our business you must bring down the prices for curtains and re-write your quotatons ref numbers Q1016 and Q1017. Remember we wanted the rooms done up by Christmas.

Yours faithfully
Miss Jones



COMMUNICATIONS

Apart from errors of style and tone, you should have spotted the following typing, spelling, layout and grammatical errors:

1. September has only 30 days.
2. No line space left between date and inside address.
3. No punctuation should appear in address when using 'open punctuation'.
4. Spelling — crescent.
5. Mrs not Ms was used in inside address.
6. No line space between salutation and first paragraph.
7. Paragraph should not be indented when using blocked style.
8. Spelling — referring.
9. No full stop after enquiry, it is not a complete sentence as it has no main verb.
10. Typing/spelling — accept.
11. Typing/spelling — too.
12. No abbreviations — although.
13. Poor grammar — either.
14. Typing — the repeated.
15. OK — slang should not be used.
16. Spelling/typing — quotations.
17. Spelling/typing — Christmas.
18. Wrong complimentary close — Yours sincerely with Dear Mrs Randall.
19. Not enough space left for signature.
20. Miss Jones' initials should have been included.

① 31 September 19xx
② Mrs A Randall
Hogarth's Soft Furnishings Ltd. ③
21 Hogarth Crescent ④
Peterchester
Sussex

⑤ Dear Ms Randall ⑥

⑦ Referring to your letter of 27 September replying to
my enquiry ⑧ I am sorry to say that we cannot accept
your quotation because it is much too high although the
curtain material was nice. Also your delivery terms
are not good enough and you do not offer us any trade
discount on our big orders. We cannot accept your
other quotation for carpets neither. The price was
right but the quality was wrong for the stairs
but OK for the bedrooms. If you want our business you
must bring down the prices for curtains and re-write
your quotations ref numbers Q1016 and Q1017. Remember
we wanted the rooms done up by Christmas.

⑨ Yours faithfully ⑩
Miss Jones ⑪

Better wording would have been:

30 September 19xx

Your ref: Q1016/Q1017

Our ref: CJ

Mrs A Randall
Hogarth's Soft Furnishings Ltd
21 Hogarth Crescent
PETERCHESTER
Sussex

Dear Mrs Randall

Thank you for your letter dated 27 September enclosing quotations for carpets and curtains, and samples of fabrics.

The carpet quotation (Q1016) seems reasonable except that the quality specified is not suitable for the stairs and corridors, although it will be ideal for the bedrooms. We require a hard-wearing grade of carpeting for the public areas.

Regarding the curtain quotation (Q1017), we approve of the fabric samples supplied but find that the price and delivery time are not acceptable. We stated that the rooms must be completed before Christmas and would therefore need delivery of the curtains by 10 December at the latest.

In view of the amount of business we have given you in the past, we believe we should be entitled to some form of trade discount, especially for an order of this size. You have always given us good service and we should like to place this business with you, so I hope that you can reconsider your terms.

I look forward to hearing from you with new quotations.

Yours sincerely

Christine Jones
Executive Housekeeper

COMMUNICATIONS

MEMORANDA

A memorandum, or memo, is a written statement, record or communication such as within a business or organisation. Instructions to staff might therefore take the form of a memo, or a request by a head of department to the general manager for a new item of equipment.

Memos are usually written or typed on printed forms. No salutation or complimentary close is used. The addressee's name and department or job title appear at the top as does your own. Unlike notes, memos should be written in proper English with full sentences, no slang or abbreviations. They should be brief and courteous, but never brief and blunt.

M E M O R A N D U M

TO: Bruno Chisuma, Post Room DATE: 21/3/19xx
FROM: Karen Goldstein, Catering Manager REF: KG/243
SUBJECT: Collection and delivery of post

Please will you ensure that both internal and external post is delivered and collected from my office at least three times a day. My post tray is frequently not cleared at lunch time and on two occasions this week I had to come up to the Post Room and collect the morning's mail myself.

I realise that you are short-staffed but hope that you can improve the service to this department.

c.c. Office Manager (info)

If more than one person is to receive a copy of the memo — for instance all heads of department — a distribution list can be typed at the bottom (or attached) and names of individual recipients ticked or highlighted on each copy.

On the page opposite draft a memo from yourself as personnel and training manager to the heads of department in your establishment, requesting notification of holiday dates for all staff so that ... (give an appropriate reason).

COMMUNICATIONS

MEMORANDUM

TO: See distribution list below Date: 2/5/19xx
FROM: Peter Kawalski, Personnel and Training Manager Ref: PK/394
SUBJECT: Holiday arrangements

Please will you notify me before the end of May of the holiday dates of all staff, including senior personnel, in your department or section. This will enable me to contact agencies and book temporary staff to cover for the holiday period where necessary. It is hoped, however, that holidays will be staggered, so that essential work can be covered by internal staff.

Distribution:

Executive Chef
Restaurant Manager
Food and Beverage Manager
Executive Housekeeper
Front of House Manager
Sales Manager
Chief Accountant
Maintenance Manager
General Manager (for information)

NOTICES

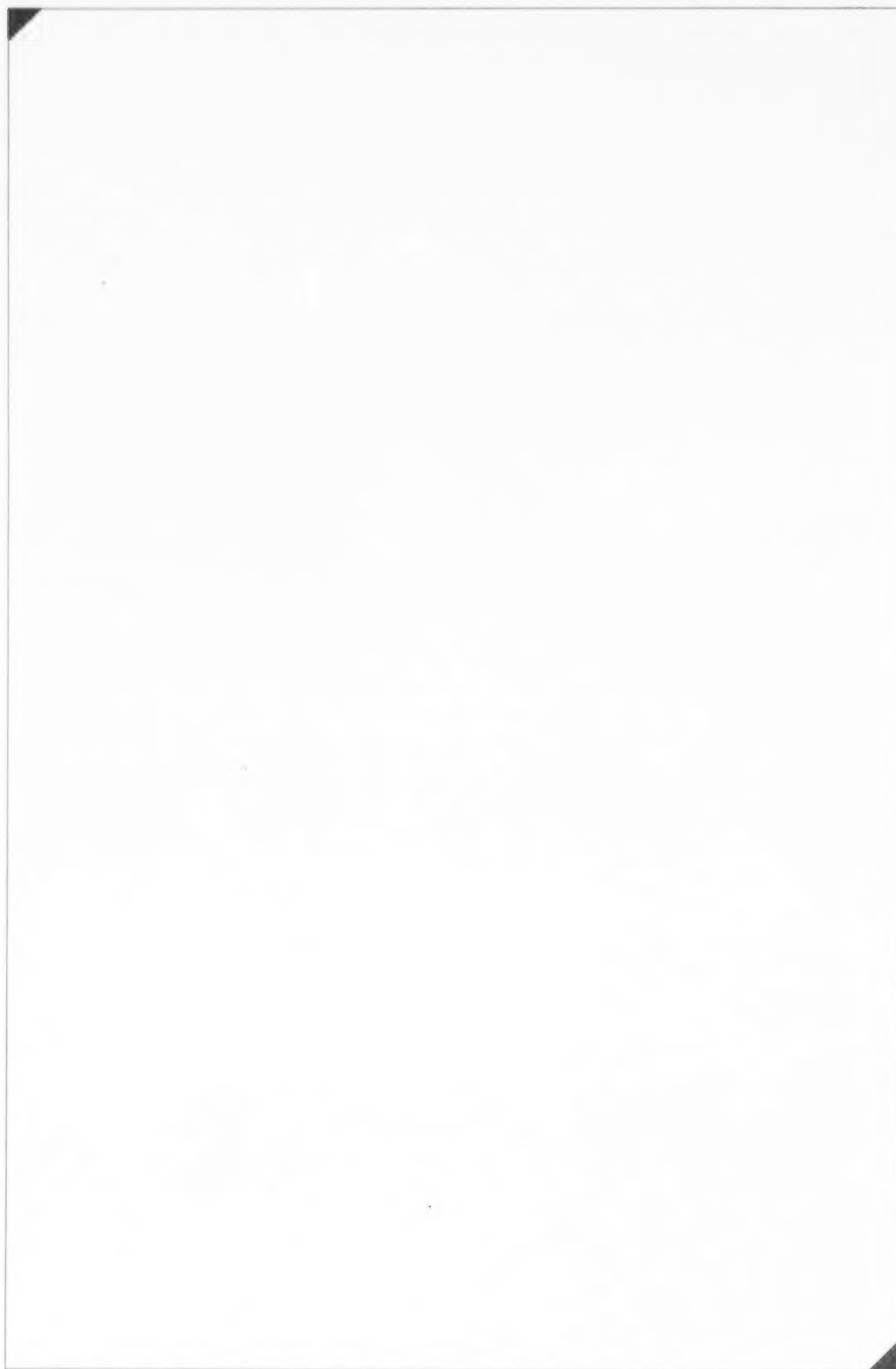
These are displayed around workplaces to advise as many people as possible of new arrangements or to give information. They vary enormously in subject from the firm's dance to health and safety regulations.

Make sure yours:

- include all necessary information
- do not include unnecessary information
- catch the attention
- are changed fairly frequently to ensure they do not become 'part of the wallpaper'.

As catering manager of a large company, you must announce a re-organisation of the way meals are served. Draft an eye-catching notice overleaf, which you could have copied and placed on notice boards around the building. This is the background:

- *the self-service restaurant is very overcrowded between 11.00 and 11.30 for coffee break, and between 1.00 and 1.30 at lunch time*
- *with the agreement of the staff committee, you have devised a system for staggered breaks and meal times as an experiment: four 15 minute shifts for coffee break, starting at 10.30; and four half-hour shifts for lunch starting at 12.00 for the following departments:*
 - *Sales and Advertising*
 - *Production*
 - *Accounts and Personnel*
 - *Purchasing and Administration*
- *the move will not be popular*
- *the staff committee would welcome alternative suggestions.*



Clarity of expression and consistency in layout are also important in the writing of reports, the subject of the next section.

COMMUNICATIONS

SECTION 6 Reports



After completing this section you will be able to:

- produce well laid out reports
- use appropriate tables and diagrams to illustrate text.

REPORTS

In business you may be asked to report, or present a paper, on all manner of subjects. They could cover anything from an accident report on a simple printed form, to a 50 page feasibility study into opening a new leisure facility, and a verbal presentation to a team of managers or directors.

Whatever form they take, reports and papers will succeed in communicating when they are accurate, clear, concise and logically arranged.

Note down below some of the reports and papers you have come across in hotel, catering, leisure and tourism establishments.

Routine reports

Annual Staff Reports

Accident Reports

Health & Safety Inspections

Monthly Progress Reports

Sales Reports

Disciplinary Reports

Meeting/Discussion Reports

Special reports

Market Research

Investigations/Enquiries

Feasibility studies

Press Releases

Re-equipment studies

The layout of a report will vary according to house-style and the type of report it is. Whatever layout you use, it must be consistent throughout the report. The following pages illustrate a standard format for informal reports and contain some helpful hints on their presentation and layout.

REPORT ON THE PREPARATION OF REPORTS

1. Introduction

This report has been produced to give brief details of the structure of different types of reports and papers used in business. It describes some of the formats and layouts used, recommends ways to improve presentation and gives guidelines on preparation, planning and content.

2. Principal Components of Written Reports

- a) Title or subject of report/paper - this might be on its own page, with details also of the author, the organisation for whom the report has been prepared, and, if different, the company or organisation which has prepared the report, the date and reference number, if any, of the report.
- b) Contents page - listing all sections of the report, and their sub-sections, with page numbers.
- c) Summary - the main points raised in the report.
- d) Introduction - the terms of reference or objectives (who instructed you to write the report and why); the procedures adopted (how the information contained in the report has been obtained).
- e) Findings - detailed information on the subject set out in logical order - separate paragraphs for each point.
- f) Conclusions - summary of findings.
- g) Recommendations - if required, identify remedies and suggest action to be taken.
- h) Appendices - which may include graphs, diagrams, statistics, plans, and so forth, each given a separate reference number, such as Appendix I, II, III.

3. Planning Reports

- a) Decide what is the purpose and scope of report
- b) Who is it addressed to, that is, what level of management? This will affect the writing style.
- c) Collect all information together - documents, files, notes, statistics.
- d) Draft paragraph headings and sub-headings for main points.
- e) Make rough notes - which must later be written in proper sentences (unless these are notes for your own use when verbally presenting a paper).
- f) Do you need illustrations? Plan appendices carefully.

4. Style of Reports

- a) Formal reports are written in impersonal style. Do not use 'I' or 'we'; say 'it was evident that' not 'I found that'. Do not express your own views, state the facts in an unbiased way.
- b) Informal reports - for example, you are asked to write a report on the advantages and disadvantages of installing a clock card system for hourly paid staff - can be written impersonally, or as an individual stating your personal opinions.
- c) Discussion or meeting reports are written in the third person, past tense. Direct speech is not used. Write: 'Mr Jones said that he believed the building work should proceed...', not 'Mr Jones said, 'I myself personally believe we should, er, jolly well let them get on with the, er, whatsit, um, building work....'
- d) Memorandum reports are sometimes used for internal reporting within an organisation or department. They are laid out like a memo, usually with numbered paragraphs and sub-headings to break-up the text.

5. Display of Reports

A report will look much more impressive if it is methodically and neatly presented. Remember that the system you use must be consistent throughout the report. You can differentiate between headings or sub-headings by the use of capital letters, and underlining; in long reports paragraphs can bear reference numbers or letters; indenting can be used to highlight points.

HEADING

- 1. Sub-heading
- a) first para
- b) second para
- (i) item point
- (ii) item point
- 2. Sub-heading

HEADING

- 1. Sub-heading
- 1.1 first para
- 1.2 second para
- 1.2.1 item point
- 1.2.2 item point
- 2. Sub-heading

6. Producing the Final Report

- a) Check details - ensure that there are no inconsistencies in findings or layout.
- b) Make sure there is no confusion between facts and opinions.
- c) Double check all figures.
- e) Proof read the final report for typing, spelling and grammatical errors.
- f) Keep a copy for future reference.

7. Conclusions

Report writing is a skill that can easily be mastered by the application of an organised and business-like approach. The art of writing a brief yet comprehensive report lies in adequate preparation, logical presentation and careful editing. Follow these simple guidelines, produce your reports on time and you should gain the reputation for being an efficient, well-organised member of staff, as well as being of immense help to your department head or manager.

Signed

Date

Draft a brief report or memo for presentation to your manager on improvements that should be made to the rest room facilities in your workplace.

COMMUNICATIONS

There are no right or wrong headings to use in this type of report, so long as the points are clear and logically set out. Possible headings might be:

REPORT ON STAFF REST ROOM AT

Introduction

1. Present Condition of Staff Rest Room
 - 1.1 Furniture
 - 1.2 Carpets
 - 1.3 Decor
 - 1.4 Facilities
2. Possible Improvements to Staff Rest Room
 - 2.1 Furniture
 - 2.2 Carpets
 - 2.3 Decor
 - 2.4 Facilities
3. Estimated Costs

Conclusions and Recommendations

Author

Date

USING TABLES AND DIAGRAMS

Tables, diagrams, graphs, charts and pictures are some of the ways of visually illustrating a message and so aiding communication.

- Choose the most effective method of presenting each set of data. It should be interesting to look at, easy to understand, and make the best use of the medium in which it is presented.
- Go for quality of information, not quantity. Keep the visual simple.
- Only use visuals that are neatly produced and legibly written.
- Remember the possibility of using colours, they add another dimension.
- Always make sure the title is clearly marked on diagrams, tables, graphs, charts and pictures.
- Units of measurement must be consistent and clear. If abbreviations or symbols are used, provide a key. Use a scale to show relative values.
- Do not distort the data, for example by using small scales to exaggerate the variations, or large scales to disguise them. Avoid using different scales on the same diagram to make comparisons more favourable.
- If the information comes from a book or report or other external source it is essential to acknowledge the source. In the case of copyright material, permission for its use will depend on a suitable acknowledgement. Naming the source also gives the information a validity which it might not otherwise have.

COMMUNICATIONS

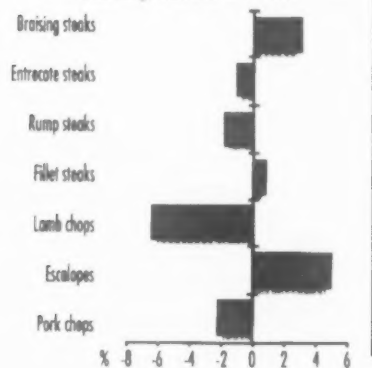
Example of a table

Speed Limits in Europe

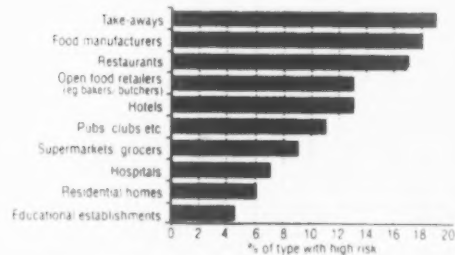
Country	Built-up Area	Non built-up Areas	Motorways
Austria	31mph 50kph	62mph 100kph	81mph 130kph
Belgium	37mph 60kph	56mph 90kph	74mph 120kph
France	37mph 60kph	68mph 110kph	81mph 130kph
W. Germany	31mph 50kph	62mph 100kph	81mph 130kph
Italy	31mph 50kph	68mph 110kph	88mph 140kph
Luxembourg	37mph 60kph	56mph 90kph	74mph 120kph
Netherlands	31mph 50kph	50mph 80kph	62mph 100kph
Switzerland	31mph 50kph	50mph 80kph	74mph 120kph

Examples of a bar chart

C: PORTION CONTROLLED MEATS
Price changes since 1 December 1990

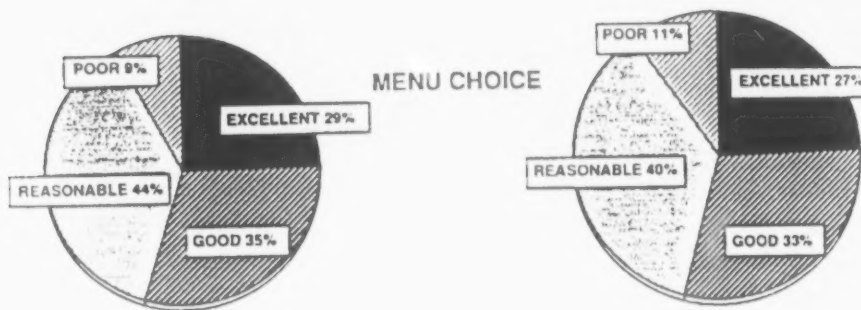


HIGH RISK FOOD PREMISES



Source: Department of Health (HMSO) and Food Hygiene Survey.

Examples of a pie chart



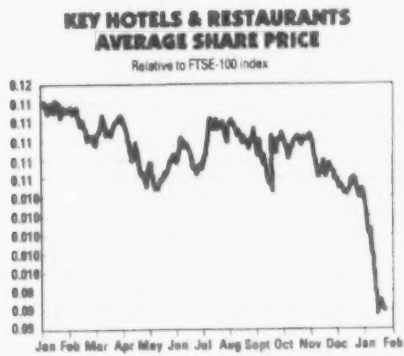
Example of a pictogram

WINE GLASS SIZE	NUMBER OF GLASSES PER BOTTLE	
	- 75cl size	- 1 litre size
100ml	7½	10
125ml (4 fl oz or 1 gill)	6	8
150ml (5 fl oz)	5	6½
175ml (6 fl oz)	4¼	5¾
200ml (6½ fl oz or 1 pint)	3¾	5
250ml (8 fl oz)	3	4

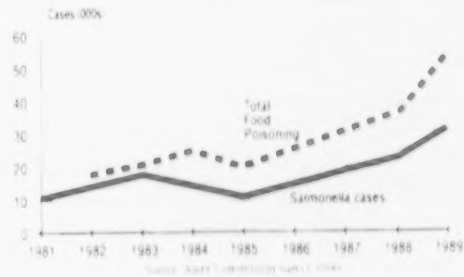
The table above illustrates the number of servings you can obtain from a 75cl or 1 litre wine bottle, using the six standard wine glass sizes.

COMMUNICATIONS

Examples of a graph

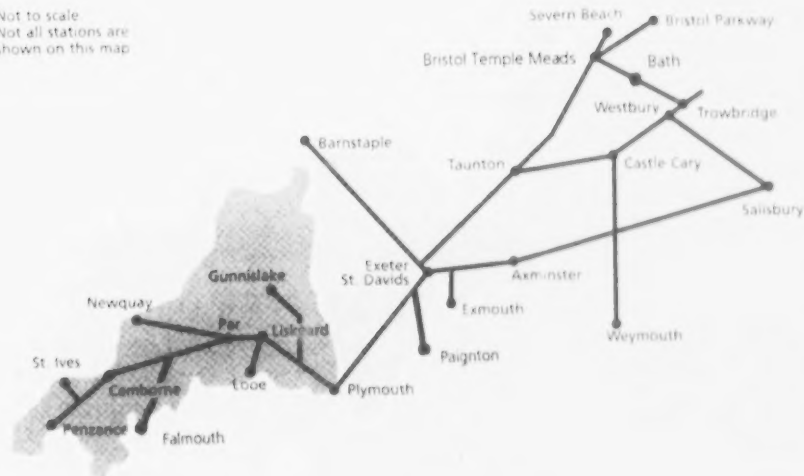


INCREASES IN FOOD POISONING



Example of a diagram

Not to scale.
Not all stations are
shown on this map



Good communications are essential in any company or organisation — between one person and another, between one group and another — whether the people concerned are directors, managers, supervisors, staff, suppliers, contractors or customers. With a greater understanding of the communication process, and some of the main communication techniques, you will be able to play a more effective role in your workplace, and in society in general.